



## WHISTON WILLIS PRIMARY ACADEMY

### COVID 19 CATCH UP PLAN

**CATCH UP FUNDING £22,800.** (UPDATED 30/11/20)

#### **RATIONALE:**

Whiston Willis Primary Academy is fully committed to evaluating the impact of COVID 19 on its pupils, parents and staff. From this evaluation, a clear strategy for Catch Up and National Tutoring Programme funding has been developed so that pupils recover quickly and make good progress.

In line with the EEF Guide to supporting school planning and WWPA's ethos, tier one of recovery will come through 'Quality first teaching for all'. This will be supplemented with 'Targeted academic support' at tier 2 and 'Wider support' at tier 3 when required. EEF toolkit has been used to inform decision making for targeted support strategies which are within the planned approach outlined below.

This is an evolving document that will be reviewed regularly and altered accordingly.

#### **EVALUATION:**

##### **WHAT HAVE WE DISCOVERED ON PUPILS' RETURN: (September 2020)**

STRENGTHS	CONCERNS
<ul style="list-style-type: none"><li>• The vast majority of children have returned to school focused, with a positive attitude to learning.</li><li>• Children are happy to return and feel safe with the measures in place.</li><li>• Children have responded well to new routines, systems and processes</li><li>• Y4-Y6 least academic impact in RWM (NFER)</li><li>• Teaching staff report that children in Y4-Y6 have on the whole retained previous learning that was required to access new learning.</li><li>• Regular physical education and outdoor learning.</li><li>• Children are enjoying playing together and very few incidents of poor behaviour at playtimes/ lunchtimes have occurred.</li><li>• Parents are confident in the plans and procedures school has put in place on reopening.</li></ul>	<ul style="list-style-type: none"><li>• Some challenges with some of the youngest pupils not demonstrating a 'readiness to learn/characteristics of effective learning' that would normally be seen in children on entry to N, R, Y1, Y2</li><li>• Early reading and phonics- evidence of regression for some pupils</li><li>• Oral communication in EYFS</li><li>• Academic baselines of pupils in Y2 and Y3 particularly indicate the need for catch up in reading and maths for a number of pupils</li><li>• Attendance concerns for some families due to parent caution, testing capacity and need for isolation measures.</li><li>• Increasing cases in Knowsley-greater unease in stakeholders.</li><li>• Managing community to risk further transmission – secure bubbles in school that are not followed in the community.</li><li>• Gaps in learning due to missed wider curriculum coverage.</li><li>• Potential curriculum narrowing required to address key learning in core subject areas.</li><li>• Impact of COVID 19 on workload for all staff.</li><li>• Impact of a positive confirmed case of COVID19</li><li>• Financial impact of COVID related spending.</li></ul>

<b>BARRIERS TO FUTURE ATTAINMENT:</b>		
<b>In school barriers:</b>		
A	Gaps in phonics / reading are evident in relation to expected standards	
B	Communication, language and literacy in EYFS-	
C	Gaps in academic learning in reading and maths for identified children	
D	Gaps in academic learning across the curriculum	
E	Emotional vulnerability and well-being of some children	
<b>External barriers:</b>		
F	Attendance	
G	Engagement with remote learning offer	
<b>Desired outcomes:</b>		
	Desired outcomes and how they will be measured	Success Criteria
A	Children who are identified as being behind expectations in phonics and reading will catch up. Children will access wider school curriculum due to strong reading skills.	<ul style="list-style-type: none"> <li>Children in R-Y3 who have identified gaps in phonics will catch up</li> <li>Gaps in between reading age and chronological age for children in Y3 will be narrowed to a minimum</li> </ul>
B	Oral language skills are improved across EYFS and Y1 were required so that pupils are in line with expectations for their age.	<ul style="list-style-type: none"> <li>Children across EYFS develop oral language skills that enable them to face fewer difficulties with reading over time</li> <li>Pupils make accelerated progress from their starting points linked to CLL</li> </ul>
C	Gaps that exist in core subject areas for whole cohorts, small groups and individuals are narrowed.	<ul style="list-style-type: none"> <li>Curriculum leaders have developed a clearly sequenced curriculum that addresses I</li> <li>Individual pupil attainment recovers to a minimum of pre lockdown standards</li> </ul>
D	Gaps that exist within the wider curriculum due to 'lockdown' are identified and adaptations to sequences of learning are made to address gaps and ensure key learning is in place to maintain links in learning.	<ul style="list-style-type: none"> <li>Curriculum leaders have developed a clearly sequenced curriculum in all subject areas.</li> <li>Gaps in learning are addressed to ensure that key prior knowledge is in place before teaching new content.</li> </ul>
E	Individual pupils who have been significantly impacted on in relation to SEMH are supported over time to enable them to recover and engage well with learning.	<ul style="list-style-type: none"> <li>Nurture provision supports the most vulnerable learners to develop characteristics of effective learning.</li> <li>Specialist support enables individual children to manage the daily demands of school so that any negative impact on learning is minimised.</li> </ul>
F	Improved attendance is evident over time for identified and targeted pupils/families.	<ul style="list-style-type: none"> <li>High quality family liaison work is in place to ensure attendance issues linked to COVID 19 are addressed quickly.</li> </ul>
G	A high quality remote learning offer is in place that is relevant and accessible to all.	<ul style="list-style-type: none"> <li>Pupil engagement in remote learning offer is strong</li> <li>The remote learning offer is well planned, sequenced and enhances learning.</li> </ul>

5.PLANNED EXPENDITURE 20-21						
Desired outcome		Chosen action/approach	evidence and rationale?	Cost?	Staff lead	Review of implementation?
A	Children will access wider school curriculum due to strong reading skills.	<ul style="list-style-type: none"> <li>Reading will be a focus in each classroom with extended reading time, 1:1 reading will be weekly for all identified targeted pupils.</li> <li>Targeted small group reading sessions</li> </ul>	Whole class reading sessions. (EEF READING COMPREHENSION STRATEGIES +6)	Academic mentor- £6000 Academic Mentor £3600	GM/IC	Half termly AR testing
	Children who are identified as being behind expectations in phonics and reading will catch up.	<ul style="list-style-type: none"> <li>Additional phonics sessions delivered as appropriate within an amended weekly timetable for all pupils in Y1 and Y2.</li> <li>Use of small group and individual sessions to 'catch up' for the most vulnerable pupils. (Academic Mentor/ Internal staff member)</li> </ul>	RWI-DFE approved programme Use one-to-one and small-group tutoring ideally involving structured interventions. There is consistent evidence the approach supports children struggling with aspects of literacy. (EEF 1:1 TUTORING +5/ SMALL GROUP TUTORING +4)	RWI tutoring resources £1000  Internal staffing additional 2 days a week from existing part time staff? @£25ph £1250 (6 weeks-review)  N/A	GM/IC	Half termly review of progress made
	Gaps between reading age and chronological age for children in Y3 will be narrowed to a minimum.	<ul style="list-style-type: none"> <li>Accelerated Reader focus in Y3- Accelerated Reader used to monitor, track and engage readers in each class.</li> <li>Accelerated Reader reports to identify key areas for individual development for focused guided sessions.</li> <li>Targeted small group and 1:1 reading sessions in Y3- additional TA focus</li> </ul>	AR is recognised as an EEF promising project.  (EEF READING COMPREHENSION STRATEGIES +6)			Half termly AR testing  Impact statements for all areas
B	Oral language skills are improved across EYFS and Y1 so that pupils are in line with expectations for their age. (SDP LINK)	<ul style="list-style-type: none"> <li>Language rich environment and significant opportunity for adult modelling and talk within provision across the curriculum.</li> <li>Staff CPD to develop role of adult in developing CLL across EYFS setting in child initiated play,</li> </ul>	Development of language is required to prevent issues with pupils developing as readers over time. EEF ORAL LANGUAGE INTERVENTIONS +5)	EY2P CPD £500  Intervention time-	LH	Half termly monitoring and review of pupil progress



<b>F</b>	<b>Improved attendance is evident over time for identified and targeted pupils/families. Attendance is</b>	<ul style="list-style-type: none"> <li>Monitoring of absence trends and patterns</li> <li>LA attendance SLA- 2 hours per week</li> </ul>		<b>£2000-SLA</b>	<b>IC</b>	
<b>G</b>	<b>A high quality remote learning offer is in place that is relevant and accessible to all.</b>	<ul style="list-style-type: none"> <li>Curriculum lead and subject leaders to work with teaching staff to develop an online learning offer that is sequenced and easily accessible to families/pupils.</li> <li>Increase devices across school to support with online learning offer in the event of bubble closure/ lockdown</li> <li>Remote learning offer for SEND pupils developed in line with PPP targets for individual staff.</li> </ul>		<b>N/A</b>  <b>N/A</b>	<b>RP</b>  <b>IC</b>  <b>JW</b>	Monitor and evaluate as utilised